

**Name of Paper:** Building Leaders of Color for Systems Change:  
Recommendations for Change Network Minnesota

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# BUILDING LEADERS OF COLOR FOR SYSTEMS CHANGE

## **Recommendations for the Change Network Minnesota**

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## Executive Summary

The Change Network Minnesota is a multicultural leadership program focused on providing individual leaders the tools to be systems change agents in their respective field. Currently in its development stage, facilitators of this new initiative sought curriculum recommendations to serve mid-career professionals from multidiscipline, multicultural backgrounds.

To serve the emerging needs of the Change Network Minnesota, and assess the desired skills and needs of diverse applicants, a capstone team out of the Humphrey School of Public Affairs researched what factors mid-career professionals of color need to thrive as leaders.

To examine this question, a review of literature was conducted and a survey of mid-career professionals of color was administered and assessed. A total of 88 individuals responded to the survey, primarily from the Twin Cities metropolitan area. Our findings highlight a number of external, structural barriers that limit mid-career professionals of color the potential to thrive as leaders.

Our recommendation to the Change Network Minnesota is to focus content on building the technical skills of leaders of color. To advance systems change, the Network should also provide opportunities for participants of color to foster authentic peer relationships. In addition, equity and inclusion should be imbedded throughout the program, lifting up the narrative and perspective of communities of color while equipping professionals of color to be systems change agents.

## Introduction

This paper provides the Change Network Minnesota with information to help guide its curriculum for mid-career professionals of color in Minnesota. The Change Network Minnesota is a new program co-led by the Public and Nonprofit Leadership Center (PNLC) and Cultural Wellness Center (CWC). The PNLC is located at the Humphrey School of Public Affairs at the University of Minnesota and works to cultivate adaptive, transformative leaders. The Cultural Wellness Center is a community-based research and knowledge-producing institution with a mission to “unleash the power of citizens to heal themselves and build community.” In partnership, the two organizations were awarded a grant by the Bush Foundation to help individuals build their skills toward effectively leading change. This yearlong leadership program scheduled to launch in October 2017, will focus on building ones understanding of self and the courage to act differently.

The following research question was developed with the intent to provide direction to the PNLC and CWC in the design of the Change Network Program: **What factors do mid-career professionals of color need to thrive as leaders?**

To examine this question, we first conducted a literature review. The literature exposed the need for more study around the factors that influenced leadership development for professionals of color. As a result, a survey of mid-career professionals of color was administered, assessing both factors and challenges of leadership for professionals of color. The survey also included questions for respondents that participated in a leadership development program to determine whether program curriculum and outcomes aligned with the needs of mid-career professionals of color. In this paper, we discuss both the literature and survey findings. We conclude with recommendations for leadership development programs to consider.

For the purposes of this report, the following definitions of leadership and leadership development are adopted. *Leadership* is defined as, “both individual agency and the process by which many social actors align their efforts to take action on a common social problem” (Meehan, 2015; p. 3).

*Leadership development* is “the strategies that programs and others use to identify, support, strengthen, and help activate capacities in individuals and among groups of individuals that the program...believe are essential to moving an agenda forward” (Meehan, 2015; p. 3).



## Literature Findings

Over 25 articles from scholarly sources were examined for this study. Five key themes surfaced within the literature that informed our team's survey design and recommendations.

### **1) Structural racism affects opportunity & support needed for systems change.**

Recent demographic shifts call, "for more representative and inclusive leadership" (Meehan, 2015; p. 4). However, structural racism embedded within systems affects the opportunity for professionals of color to represent and lead. The following definition of structural racism illustrates this point.

"Structural racism... refers to a system of social structures that produces cumulative, durable, race-based inequalities. It is also a method of analysis that is used to examine how historical legacies, individuals, structures, and institutions work interactively to distribute...symbolic advantages and disadvantages along racial lines" (Keleher, 2010; p. 3).

Structural racism provides a framework for collective issues to persist and individual problems to appear resolved. It provides agency for actors to avoid recognizing racial disadvantage as a product of opportunity structures within society (Keleher, 2010; p. 6). Recognizing structural racism within leadership development programs means moving past skill development, and investing time in addressing structural disadvantages that challenge the sustainability of individual leaders (Keleher, 2010; Thomas-Breitfeld, 2017). The responsibility of ensuring the success of leaders of color does not lie on the leader alone. Focusing on supporting leaders of color without addressing structural racism that may undermine their achievement implies they alone are fully responsible for their success or failure (Keleher, 2010).

Although leadership development programs seek to foster meaningful social change through the development of people, skill development alone will not lead to lasting change. According to the authors of "Race and Leadership," focusing solely on changing the behaviors or thoughts of individual leaders does not address differences in social context created by systems of structural advantage and disadvantage (Keleher, 2010). There is also a growing understanding of the importance of looking at leadership, leadership development and evaluation through lenses that explicitly acknowledge that both the process of leadership development and the expected outcomes occur within a systemic and racialized context. (Meehan, 2015). By this definition, leadership and leadership development exist within context. Therefore, in order to develop an individual's skills, knowledge and ability to lead, you must acknowledge the environment or system in which their leadership will exist.

### **2) Leadership evolves through skill development and acting upon those skills.**

Some social scholars view leadership as "a collective social consciousness that emerges within an organization as individuals interact with one another" (Ospina, 2001; p. 5). Others focus on behaviors and individual traits rather than the act of leadership. Leadership should focus on how it occurs through interaction, and not embodied within the nature of an individual. This view of leadership shifts the focus from the individual performing the action, to the interaction of leaders

among peers and subordinates. Viewing leadership as a social construct that emerges and derives meaning from action requires a shift from the individual, to the work they are performing. This also requires a shift in how leaders are seen and developed.

### **3) There is a difference between individual and collective leadership.**

“Current thinking about leadership focuses on individualism, meritocracy, and equal opportunity” (Keleher, 2010; p. 4). Individual achievement limits leadership to single actors and avoids systems. Scholars believe this occurs because individual change aligns with mainstream ideas and change is more easily understood individually than collectively (Meehan, 2015; p. 2). This narrative is best understood through personal responsibility and individualism: people control their fate regardless of social position, and individual actions determine material outcomes (Keleher, 2010; p. 4). Measuring the impact of personal responsibility and individualism is difficult. Scholars propose alternative change levels to leadership including individual, organization, community, network, field, movement, population, systems, and culture (Keleher, 2010; p. 4). Affecting these change levels requires clarity about desired outcomes at the community level.

Leadership programs often do not develop beyond the organizational level (Meehan, 2015; p. 5). At the organizational level, most leaders enter organizations as novices, lack technical skills, and require time to develop the necessary skills and abilities to lead effectively (Mumford, 2000; p. 89). Organization-centered leadership marginalizes non-positional leaders (Quantz, 2017; p. 380), and there exists an “implicit acknowledgement that organizational experiences may be radically different for [minorities] than for their nonminority peers” (Waters Jr., 1992; p. 7).

Overcoming these limitations requires moving beyond individual and organizational change levels. However, moving beyond the individual model of leadership is rarely recognized and yet, “given the diversity of individuals and cultures, no single truth of leadership appears possible.” (Allen, 1990; p. 10). Collective leadership challenges the individual model by recognizing the limitations that individuals can have at different change levels.

Collective leadership occurs when, “people in a community create a shared understanding of their mutual and moral obligations so that their common cause is realized” (Ospina, 2001; p. 11). Collective leadership differs from individual and organizational leadership as it moves beyond singular actions, towards common causes. This model of leadership focuses on connections, “between people...ideas, structures, processes, and communities...and leaders [see] change as a process...that unfolds in the context of relationships.” (Allen, 1990; p. 7-8). This relational approach to leadership claims that leadership belongs to a community rather than an individual (Ospina, 2001; p. 6).

Collective leadership has emerged out of societal demands to address public problems (Ospina, 2001; p. 8). Change levels beyond organizations require collective leadership, also known as collaborative leadership, due to the complexity of issues. This model of leadership has received great attention for its systems change initiatives. Collaborative leadership models include vision and framing; commitment, alignment, and accountability; diverse stakeholder engagement; and equity in everything (purpose, process, and structures) (Meehan, 2015; p. 19). These competencies are not typically found in individual leader skill development, and are unrelated to characteristics and traits often highlighted in mainstream literature.

Individual and collective leadership have been integral to efforts advancing social justice and to making broad, meaningful social change (Meehan, 2015). While some leadership development efforts aim to promote networking, foster learning through peer cohorts and collaboration, many efforts are still focused completely, or primarily, on individual-level growth, success, and action (Meehan, 2015).

#### **4) Professionals of color desire to be leaders but lack support and opportunity.**

A recent study (Thomas-Breitfeld, 2017) surveyed over 4,000 respondents on the issue of leadership and race in the nonprofit sector. Survey findings contradict the common assumption that to increase the diversity of nonprofit leaders, people of color need more training. According to the survey, the majority of aspiring leaders (including whites and people of color) feel prepared to take on an executive role. In fact, survey findings specifically state that “people of color are more likely to aspire to be leaders than white respondents.” However, over a third reported they want more technical and management skills, with people of color respondents identifying this need more often than whites.

One significant finding of the survey was that aspiring leaders of color, with the same skill level as whites, were seeking extra credentials to ensure they will be seriously considered for top-level positions. In addition to the survey, several focus groups were conducted. In the focus groups with people of color, participants explained that they experienced extra scrutiny of their skills based on their race or ethnicity.

Programs must begin to address the resistance embedded within the culture of organizations and systems in order to best support individuals of color in their leadership development. According to Thomas-Breitfeld (2017),

“The problems facing people of color who are interested in becoming leaders are not issues that can be addressed by helping aspiring leaders of color to engage in continuous self-improvement and development. The barriers are based on structures within organizations and the sector as a whole. Investments made in developing leaders of color may offer needed support, but they must be accompanied by work that addresses assumptions and implicit biases deeply embedded in.... policies, practices, and structures” (p. 4).

#### **5) Program components for systems change varies.**

The literature revealed that some programs focus on fostering collaboration, networking and peer learning, while others desire to develop leaders who are able to work across boundaries. Others see leadership development as increasing skills, credentials, resources, and opportunities for people. (Meehan, 2003; p. 5). While most leadership programs share a commitment to increasing the skills and effectiveness of the participants, programs vary in the types of skills and experiences they provide to participants (Meehan, 2003). Developing leaders that can contribute to large-scale change requires intensive work (Meehan, 2015; p. 21). Change requires new structures, processes and collaboration.

Common components of leadership development presented in the literature included self-assessment, skill building, problem solving, intercultural issues, service learning, mentoring, community involvement, portfolio development, and capstone experiences. (Zimmerman-Oster, 2000; p. 20-22). Other components focused on learning objectives, curriculum, financial support, peer learning, coaching, and action projects (Meehan, 2003; p. 7). Pathway mapping and theories of



change have also taken root in leadership development programs. Pathway mapping clarifies assumptions, activities, and maps leadership development outcomes (Meehan, 2015; p. 6-7).

Within the context of this project, incorporating racial justice training, supporting systems thinking to address structural racism as a system, and providing resources, networks, and skills are all strongly recommended to support change. Each of these components support collaborative leadership and enable leaders to thrive.

# Research Methodology

## Participant Survey

A survey was developed to gain a deeper understanding of the factors necessary for leaders of color to thrive. Survey questions aimed to define the skills and abilities individuals of color hoped to gain, and the challenges that might hinder their success. The survey questions were informed by the literature review and core program components of a few local leadership programs. It was also vetted by the PNLC and the two capstone class instructors.

Individuals who met the following criteria were asked to complete the survey:

1. **Mid-Career** (individuals between 25 to 45 years-old with at least 5 years of post-high school professional work experience).
2. **Self-Identify as a Person of Color**
3. **Live in Minnesota.** The survey questions were informed by the literature and core program components of the three programs studied.

The survey was created using the online survey tool, Qualtrics. The survey consisted of 19-24 questions (see survey in **Appendix A**). Survey logic required that respondents note if they are current or previous participants of a leadership development program. If they selected yes, respondents were asked to answer additional questions pertaining to learnings from their participation in the selected program.

## Survey Distribution

The survey was distributed through three Twin Cities-based leadership development programs (Boards and Commissions Leadership Institute, Ron McKinley Fellowship Program, and the Community Equity Pipeline) that serve mid-career professionals of color. The program managers sent out an email directly to their program past and current participants (see email communication in **Appendix B**). The survey was also sent out through an electronic newsletter from PNLC, as well as through email and social media sites such as Facebook, LinkedIn and Twitter. Responses were captured electronically using Qualtrics. The timeframe given to survey respondents was from June 28, 2017 to July 14, 2017 for a total of 17 days. The survey reached approximately 1,000 people.

## Program Summaries & Evaluation

In addition, three Twin Cities leadership development programs serving mid-career professionals of color (Boards and Commissions Leadership Institute, Ron McKinley Fellowship Program, and the Community Equity Pipeline) were reviewed. Specifically, documents of the program curriculum and desired outcomes were used to inform the survey questions on skill development. One in-person meeting with the Community Equity Pipeline manager was conducted due to few organizational documents provided. A spotlight review of the three programs is provided in **Appendix C**.

# Survey Results

## Demographics

A total of 88 professionals residing in Minnesota responded to the survey. *Figure 1* illustrates the racial demographic of survey respondents. Overall, 90% of respondents reside in the Twin Cities, with only 10% living in rural areas. Of the respondents, 60% were born in the United States and 40% were born outside of the U.S., and 71% of respondents were female and 26% were male.

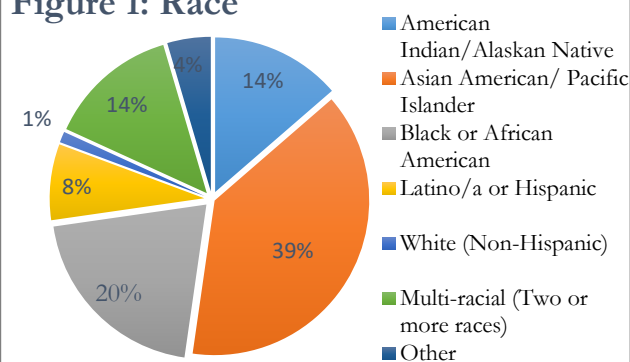
Respondents were highly educated with 90% of respondents holding a bachelor's degree or higher. *Figure 2* illustrates the education background of survey respondents. Survey respondents fell in the following ranges 47% had a Bachelors degree, 40% had a Masters degree, 7% had a Doctorate degree, 6% had some college credit, no degree, and 5% had an Associate degree.

Respondent positions varied as seen in *Figure 3*. There were 23% who self-identified as direct service professionals, 22% as middle managers, 16% as administrative professional staff, 10% as directors, and 6% as CEOs or senior management.

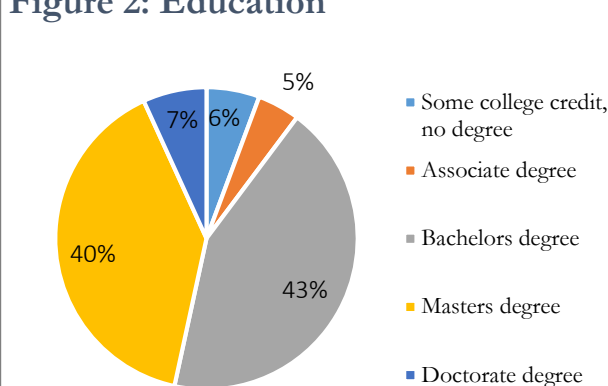
Respondents reported hearing about the survey through informal networks: social media, family, and friends. Few respondents reported hearing about the survey through formal communications from their participation in leadership development programs.

Participation in leadership programs were assessed in order to understand what resonated with this population in particular. There were 28 surveys completed by mid-career professionals of color who identified as current or past participants of a leadership development program. A majority of the leadership development programs recorded in the survey were connected to Twin Cities nonprofits, higher education institutions, or through employers. Overall, the program participants skewed younger, and were more likely to be Twin Cities-based, foreign-born, highly educated, and associated with the nonprofit sector, compared with

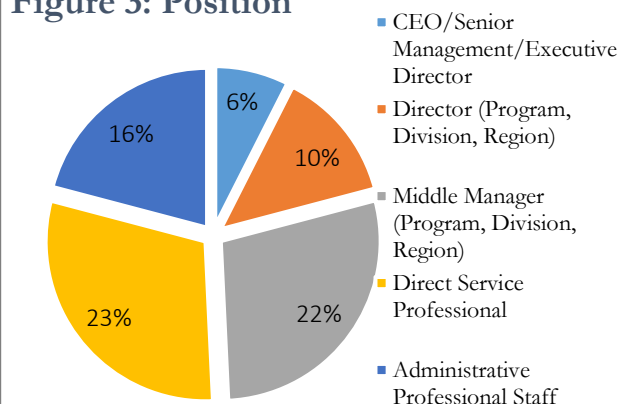
**Figure 1: Race**



**Figure 2: Education**



**Figure 3: Position**



survey respondents overall. Most survey findings focus on the full 88 respondents; however, program participants were specifically reviewed.

### **Overview of Twin Cities Leadership Development Programs**

Survey findings indicate that the number one reason mid-career professionals of color are not participating in leadership development programs is due to not knowing they exist. Yet, there are a number of leadership development programs in the Twin Cities. The Minnesota Council on Nonprofits (MCN), the largest state association of nonprofits in the U.S, offers a list of leadership development programs state and nationwide. MCN lists 19 leadership development programs in the Twin Cities alone. Half of these programs are associated with an academic institution. The other half are facilitated by a foundation or nonprofit organization. None of the programs listed on MCN are specifically geared towards professionals of color, but we found a few known programs that do specifically serve professionals of color.

The Boards and Commissions Leadership Institute (BCLI), the Ron McKinley Fellowship Program (Ron McKinley), and the Community Equity Pipeline (CEP) develop leaders from underrepresented communities. These programs practice many of the concepts recommended by the supporting literature. The content of these programs focus on systems-level change and work to develop individuals that can support this change. For more details on these programs, descriptions are provided in **Appendix C**.

### **Organizational Limitation**

Because the survey received just 8 responses from organizations under consideration in this report (Ron McKinley, Community Equity Pipeline, and Boards and Commission Leadership Institute), organizational findings have been excluded. The sample size was too small for meaningful analysis and it does not have generalizability. However, since 28 respondents (including the 8 organizational respondents) participated in a leadership development program at some point in their careers, these findings are included in this report. Responses of those who participated in a leadership program were grouped together and are not disaggregated due the small number of respondents.

# Findings & Analysis

The 88 survey respondents provided rich information and thoughtful comments that informed our recommendations. Four key findings surfaced from the survey analysis: 1) Programs focus on soft skills, less on technical skills-but leaders need both to thrive, 2) Peer interaction is more impactful than program curriculum, 3) Professionals of color desire knowledge on systemic structures and systems change. Content delivered from the perspective of a person of color acknowledges their lived experience and brings that narrative of professionals of color to the forefront, and 4) External barriers such as bias and structural racism challenge leadership growth for professionals of color.

## **Finding 1: Programs focus on soft skills, less on technical skills - but leaders need both to thrive.**

### **Data**

Respondents first identified skills and abilities necessary to thrive as a leader. On a scale of 0 (strongly disagree) to 10 (strongly agree) respondents identified the following skills and abilities necessary to thrive as a leader: Critical thinking and problem solving (9.12), Ability to work across cultures (9.1), Effective communications (oral and written) (9.09), Active listening (listening to build a common understanding) (9.06), and Awareness of others (9.03). The skills rated lower were financial management (7.24), Understanding regulatory policies (7.57), Understanding of ethical and legal issues (7.91), Ability to negotiate (7.97), and Project Management (7.97).

Of the 88 survey respondents, 28 respondents stated they currently or previously participated in a leadership program. On a scale of 0 (strongly disagree) to 10 (strongly agree), the 28 respondents were asked to rate the level at which the program they participated in emphasized a range of technical skill and soft skills. The following skills were the top rated among survey respondents: awareness of others (7.7), awareness of self (7.67), and networking (7.52). The lowest skills selected were financial management (3.37), understanding regulatory policies (4.74), and project management (4.93). The results show that leadership programs focus on developing softs skills, but miss the mark in providing technical skills training.

Finally, we asked respondents what skills and abilities they need to develop to thrive as leaders. Respondents rated technical skills higher than soft skills. On a scale of 0 (strongly disagree) to 10 (strongly agree), respondents desired training on the following skills: ability to negotiate (6.96), conflict management (6.84), financial management (6.71), Ability to change systems (6.71), and understanding regulatory policies (6.71). Respondents rated the following skills and abilities lower on the scale: understanding of social justice (5.27), awareness of self (5.38), ability to work across cultures (5.43), awareness of others (5.71), and ability and willingness to call out inequities or go against dominant ideas (5.82).

### **Analysis**

From this data, three themes emerge. One, professionals of color believe leaders need a range of soft skills such as understanding of self and others, networking skills, ability to work across cultures, and active listening skills. Two, the curriculum of current leadership program offerings seem to meet this demand. Respondents that participated in leadership programs stated that programs strongly



encouraged and stressed the importance of soft skill development. Three, professionals of color desire training on technical skills such as conflict management, financial management, and the ability to change systems. Therefore, the findings illustrate that current leadership programs offerings do not adequately serve the needs of professionals of color.

According to one respondent, “leaders of color have always been navigating across cultures so we definitely don't need that training but white people always want to train us in that area.” Another respondent states, “low rated skills are things I feel I've already developed well, so while they are necessary, I don't think I need to develop them further at the moment.” Programs serving leaders of color should focus on developing their technical skill and ability, and refining their innate soft skills.

As reported by survey respondents, a gap exists between what respondents want developed versus what leadership development programs offer. The variation between the two is illustrated on *Table 1: Technical Skill Development Comparison* and *Table 2: Soft Skill Development Comparison*. For example, respondents consider understanding regulatory policies (a technical skill) very important. However, programs do not emphasize training in this area. Respondents also consider negotiation (a soft skill) as the most important, however current program offerings do not emphasize training on negotiation.

**Table 1: Technical Skill Development Comparison**

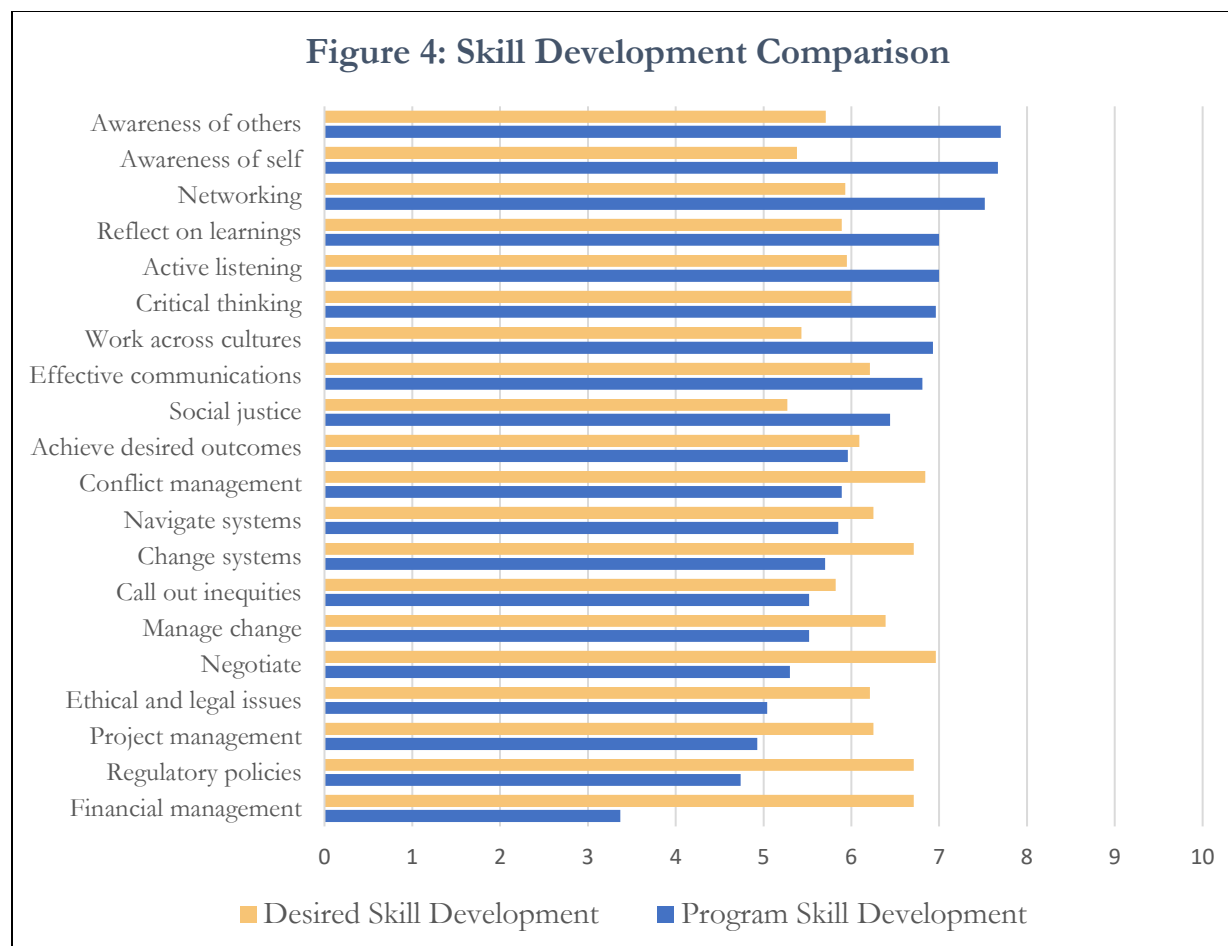
Desired Technical Skills	Program Technical Skill Development
1. Conflict management	1. Critical thinking
2. Change systems	2. Achieve desired outcomes
3. Regulatory policies	3. Conflict management
4. Financial management	4. Navigate systems
5. Manage change	5. Change systems
6. Navigate systems	6. Manage change
7. Project management	7. Ethical and legal issues
8. Ethical and legal issues	8. Project management
9. Achieve desired outcomes	9. Regulatory policies
10. Critical thinking	10. Financial management

**Table 2: Soft Skill Development Comparison**

Desired Soft Skills	Program Soft Skill Development
1. Negotiate	1. Awareness of others
2. Effective communications	2. Awareness of self
3. Active listening	3. Networking
4. Networking	4. Active listening
5. Reflect on learnings	5. Reflect on learnings
6. Call out inequities	6. Work across cultures
7. Awareness of others	7. Effective communications
8. Work across cultures	8. Social justice
9. Awareness of self	9. Call out inequities
10. Social justice	10. Negotiate

Survey results depict a gap between the skills training leadership programs provide, and what respondent's desire development in. This gap is graphically depicted in *Figure 4: Skill Development*

*Comparison.* The skills shown do not align. For example, respondents desire training on financial management (a technical skill) however, programs do not emphasize training on this skill. While prioritizing skills is a difficult task, the outcome remains the same: leaders need both technical and soft skills to thrive.



## Finding 2: Peer interaction is more impactful than program curriculum.

### Data

Respondents felt empowered by their interaction with peers through formal and informal channels. The 28 respondents that participated in leadership programs stated that peer interaction was often more impactful than program curriculum. Other respondents stressed the importance of mentorship and coaching in their leadership journey.

Survey respondents note that leadership development programs support their growth as leaders, but narrative responses indicate this could be the result of building relationships with peers in the program, rather than the content of the program itself. According to one respondent, “the content that made a difference to me was a cohort of peers who I could work things through and discuss challenges with.” Another respondent states that programs “recruit a diverse and experienced group of solid humans... the strength of the program [therefore], lies in the group’s collective knowledge

and skills shared, not the program.” The impact of peer relationships is further enforced by the following comment: “Genuine love and appreciation was grown out of being in space with one another [peers] and it formed the foundation of connective tissue between leaders of color in a way that built solidarity and formed a web of invisible yet reliable support.”

Although peer relationships and interaction strongly lead to individual leadership growth, a few respondents felt empowered by the content they received from participating in a leadership program. One respondent states “The McKinley Fellowship strengthened my already-strong project management skills and my ability to manage up. It also gave me the confidence to go for jobs that were not automatically ones I would have considered. I’m still friends with quite a few fellows and alums, and still promote the fellowship to folks in the community.”

In a series of open-ended questions, respondents described in detail the experience(s) that most contributed to their leadership development. Of the various contributions noted, two main themes surfaced in the findings. One, the impact of community. Two, the impact of mentors. One respondent states that a “strong connection to my community and having network of people of who understand and support me from my community contributed to my leadership development.” Another respondent states that, “Someone took a chance on me and gave me more responsibility than I might have been qualified for at the time.” Several respondents’ state “Coaching from a person of color,” “Professional, one on one coaching by a coach who is a person of color,” “Growth under supportive mentorship,” and “Strong black leaders” among others, greatly influenced their development as leaders. One respondent states that, “Sponsorship from an individual in power who saw my potential, opened up opportunities for me to demonstrate my abilities and communicate my influence.”

### **Analysis**

Findings illustrate that opportunity to network with peers, taking up leadership, and the mentorship of leaders from similar backgrounds, greatly influence respondent’s development as leaders. Survey findings align with the literature. According to the literature, social change (the purpose behind most leadership programs) cannot happen through the development of skills alone. This will not lead to lasting change. The literature also states that leadership and leadership development exist within context and that an individual must act in order to demonstrate leadership.

The opportunity to develop leadership skills and the opportunity to network with peers are essential. In addition to developing technical skills, survey respondents stated they felt supported in their leadership because of their ability to foster relationships with peers in formal and informal settings. Their peers served as mentors, provided constructive feedback and support through challenges. From here, we can conclude that the strength of one’s leadership lies in their ability to tap into the collective knowledge and skills of their peers. This connection to individuals with similar backgrounds, yet diverse perspective, serves as a foundation, “a web of invisible yet reliable support.”

Due to systemic barriers, the opportunity to act on leadership is not always present for professionals of color. Peer relationships provide a network of support. Mentors of color encourage continual growth. Allies of influence and power from the community one identifies with, open doors to opportunity. Without the presence of all three, professionals of color will continue to be at a disadvantage to their white counterparts.

**Finding 3: Professionals of color desire knowledge on systemic structures and systems change. Content delivered from the perspective of a person of color acknowledges their lived experience and brings that narrative of persons of color to the forefront.**

**Data**

Survey respondents were asked to describe specific content within their program that made a difference and why. In addition to networks, respondents appreciated opportunities to reflect, discuss lived experiences, and learn about systems processes and structures. One respondent stated, “Analysis of systemic structures and process helped [me] understand how to navigate a system better.” Training from the perspective of marginalized individuals and peer discussions was particularly useful around systems content. A respondent stated, “Marginalized people were the focus of the material and the only members of the cohort. We were small enough to have overlap and unique attributes of identity in our marginalization.” A respondent who participated in the Humphrey Policy Fellows program desired diversity and inclusion be embedded into all program content. “Diversity and inclusion...was just a standalone, one day session that didn’t fully give us time to explore who we were as a group.”

Survey respondents were asked to reflect on content they felt should receive more emphasis. Many of the narrative comments were similar in wanting more content that focused on leading and managing change. Respondents desired specific knowledge on the limitations of systems, understanding regulatory policies, lobbying for policy reform, negotiation, understanding systemic racial inequity and addressing systemic issues in Minnesota. One respondent states, “We need theory and practice to help us [professionals of color] be the change agents we seek to be.” There was also a desire for peer-to-peer space so that participants could learn from each other’s real life experiences.

**Analysis**

According to the literature, empirical studies and articles exploring the unique skills and challenges facing leaders of color is almost nonexistent. Current research methodologies operate under traditional understanding of leadership, which excludes the narrative of leadership from diverse communities and cultures. Survey responses speak to this.

Because of their innate life experiences, individuals of color often develop skills that enable them to relate across cultures. This experience also allows them to identify inequities within systems that affect marginalized communities. Without the presence of this narrative, systemic inequities will continue to exist.

**Finding 4: External barriers such as bias and structural racism challenge leadership growth for professionals of color.**

**Data**

On a scale from 0 (low impact) to 5 (high impact), respondents rated the extent at which specific factors challenged their growth as a leader. The following factors are rated top challenges: structural racism (3.44), lack of opportunity for promotion (3.29) and, others perception of my ability (skills) to lead (3.05). The factors rated low: lack of ability to work across cultures (1.64), lack of networking groups (2.33), and lack of professional development opportunities (2.55). Respondents comment on

challenges specified by stating, “White colleagues are very dismissive, defensive and condescending,” and “My ability to lead is severely restricted by the biases of the people that work at my current job, and every other job I have held.”

In a series of open-ended questions, respondents listed barriers for leaders of color. Of the 88 responses, the following barriers rose to the top as themes: tokenism, biased white peers, stereotypical assumptions, institutional racism, lack of trust with leadership, lack of opportunities for professional development, lack of self-confidence, scarcity mindsets that pit persons of color against one another, poor or little mentoring, and a lack of support. One respondent provides this comment, “We [professionals of color] clash [because] there are unwritten rules within the culture of institutions not made to accommodate or welcome people of color in as leaders. Being the only person of your race or ethnicity in a job...requiring additional, and uncompensated, work to represent your community (point of view, needs and concerns). Unpaid emotional labor should be compensated and is often not seen as part of the work.”

### **Analysis**

External factors challenge the growth of leaders of color. Of the challenges surveyed, structural racism, opportunity for promotion and perception of their skills and ability to lead, were stated as factors hindering the growth of leaders of color. This finding is consistent with the literature that states, “leadership and leadership development exists within a systematic and racialized context.” According to the literature, focusing solely on changing the behaviors or thoughts of individual leaders does not address structural advantage and disadvantage. It is clear from the survey findings that respondents are well aware of their ability or inability to lead within a given system or structure. As stated in the literature, “focusing on supporting the skill development of leaders of color without addressing structural racism that may undermine their achievements implies they alone are responsible for their success or failure as a leader” (Keleher, et al., 2010; p.5).

The findings illustrate that professionals of color believe external factors significantly challenge their ability to grow and advance as leaders. The literature reveals a misconception that the absence of professionals of color in leadership positions is due to a lack of training (Thomas-Breitfeld, 2017). Their survey also reveals that professionals of color have the credentials to lead and often seek additional training to ensure their credibility as qualified and viable candidates (2017). From our results, it is clear that professional development opportunities (training) are available and do not serve as a significant barrier to the growth of professionals of color. However, although they desire leadership positions more often than their white peers, professionals of color continue to be grossly underrepresented within leadership (Thomas-Breitfeld, 2017).

External barriers such as structural racism, bias and misperceptions of professionals of color do hinder the leadership potential of professionals of color. However, this study would be remiss if barriers such as a lack of self-confidence, scarcity mindsets (that pit persons of color against one another), and a lack of support were not also considered as significant challenges. Without the support of peers, mentors and allies, leaders of color have difficulty navigating professional environments. The lack of support, leads to a “lack of self-confidence,” in one’s perception of their ability to be successful in a leadership role. The scarcity mindset puts persons of color at odds as they are often fighting against one another for a limited pool of opportunities. Until professionals of color begin to work across racial and cultural boundaries to be the “web of support” to one another, they will continue to be underrepresented. For the Change Network, this presents a unique opportunity.



# Recommendations

The literature and the survey contained important findings. Together, these findings lead to the following recommendations for the Minnesota Change Network.

## 1) DEVELOP TECHNICAL SKILLS

Program curriculum should focus on building the technical capacity of professionals of color. Survey respondents stated they possessed soft skills, but needed more technical skills to thrive. Providing opportunities for professionals of color to build technical skills such as understanding regulatory policies and change management will enable them to be more effective change agents within systems. Technical content could be taught through formal lectures or within peer circles, leveraging the knowledge and expertise within the cohort. Technical knowledge could also be taught through experiential simulation or hands on learning opportunities.

## 2) RE-CENTER THE NARRATIVE

Center the program on the perspective of professionals of color. Bringing the perspective of professionals of color to the center would involve providing space for professionals of color to share their lived experiences with one another. Ensuring that guest speakers, champions, mentors, coaches and elders are representative of the diverse backgrounds of program participants is essential. Providing assigned reading materials from authors of color and opportunities for peers to learn from one another is also essential.

Funders, program developers, and individuals with the authority to create opportunity for leaders of color must also ensure that equity and inclusion are at the center of programming. As a collective, they must work together to deconstruct implicit bias of leaders of color embedded within organizations and systems. This work can begin only when they consider the desired skills and challenges facing leaders of color.

## 3) BUILD A NETWORK OF SUPPORT

Address structural barriers and foster deep peer relationships to build a network of support for collective change. The literature and survey findings illustrate that structural racism is one of the greatest challenges for professionals of color. Findings also reveal that leadership exists within context. Providing training alone without addressing systemic barriers will not foster diverse representation within leadership.

Several respondents stated that building a network of support made the greatest difference in their development as leaders. This aligns with collective leadership models as it works towards systems and structural change. Fostering deep peer relationships among peers builds opportunity for program participants in the long-term. In addition, it is important that programs support, acknowledge, and work side-by-side with professionals of color to address systems change. In agreement one survey respondent wrote, “We need white leaders to step aside and learn to share resources with leaders of color led efforts. We need leaders of color who do not just fight for each of our communities, but champion efforts for all our communities. The ladder is often not

supported, and it is often assumed that only white leaders can lead everyone, but leaders of color only lead their own racial groups. This shows up in many leadership development modules.”

### **Technical, Soft, Support, Equity (TSSE) Leadership Development Model**

The following model incorporates the key findings of the research and recommendations. Programs that serve to build leaders for change must provide opportunity to develop both **technical** and **soft** skills. Programs should also **support** deep peer relationships among participants to foster their ability to navigate systems and overcome inequities. Lastly, weaving **equity** throughout program curriculum will ensure the inclusion of diverse perspectives. Leadership development programs who provide all four components build effective change agents and effectively serve the needs of professionals of color.



## Limitations and Further Research

This study has limitations and suggestions for further research. Due to time constraints, survey sampling was limited. A larger response rate for the survey would have been helpful. Of those that completed the survey, a relatively low number of respondents claimed to have participated in a leadership development program. Our goal was to look at responses from participants of three leadership development programs similar to the Change Network. The sample size however, was too small to draw conclusions.

Outside of the survey, there was no interaction with survey respondents. Our research methods did not include qualitative interviews with survey respondents. Conducting interviews with mid-career professionals of color may have offered more detailed observations to include within our research

While the study sampled well-structured programs (BCLI, Ron McKinley, and CEP), key insights could have been derived from less structured and informal programs. Other programs may provide content or guidance that formal programs wouldn't consider. Interestingly, this dichotomy of recognized professional of color leadership programs v. unrecognized professional of color leadership programs presents a parody. Stratification may exist among professional of color leadership programs. We strongly recommend that Change Network continue researching other programs. A list of several leadership development programs is in **Appendix D** and a list of national programs that serve professionals of color in particular can be found in **Appendix E**.

Another limitation relates to the survey. We were limited by broad terminology. For instance, we asked survey participants how important “communications” was for a leader and for their own development. This fails to distinguish between the type and purpose of communication. It would have been helpful to see if there were differences between oral and written communication. In addition, while some may be good at communicating data and research, they may not be as confident in communicating to fundraise or to motivate staff. The broad terms and categories limited our understanding of the ratings.

Additional research questions emerged from this study and they include:

- What are the long-term outcomes of leadership development programs that serve mid-career professionals of color?
- How do underrepresented communities practice leadership and leadership development?

These questions may help guide Change Network strategic direction. Immediately they will assist program managers and instructors with identifying development opportunities. As lessons are learned, “program evaluation” will adjust curriculum.

## Conclusion

The literature and survey findings identify several factors needed for professionals of color to thrive. The literature illustrates that leadership evolves through action, and that professionals of color desire to take on leadership but structural inequities inhibits that ability. Survey responses affirms that structural barriers are the greatest obstacle however, a lack of opportunity and support also serve as barriers to professionals of color.

Leadership development for professionals of color is critical to building the representative and inclusive leadership needed for systems change. To develop professionals of color, program curriculum should build technical capacity of participants and foster deep relationships among cohort peers. In addition, programs should center the narrative of professionals of color to ensure equity and inclusion is weaved throughout.

With this report, the Minnesota Change Network can provide leaders with tools to be systems change agents. Changing systems takes time, and building leaders does too. Continuous support and opportunity will reveal leadership pathways less traveled for professionals of color.

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The Ron McKinley Fellowship, Minnesota Council on Foundations

James Chang, Legislative Programs Lead  
The Community Equity Pipeline, Amherst H. Wilder Foundation

# Appendix A: Survey

## PAGE 1: INTRODUCTION



### THANK YOU FOR TAKING THIS SURVEY!

#### The results of this survey will help us:

- Gain a deeper understanding of the necessary skills and knowledge needed to thrive as a leader of color.
- Assess barriers to the growth of leaders of color.
- Inform the development of community based leadership programs that seek to build knowledge, and increase opportunity for leaders of color.

The survey is confidential, and will take approximately **15 minutes** to complete.

#### You qualify to take this survey if you can check all of the following:

1. Mid-Career professionals (individuals between 25 to 45 years old with at least 5 years of post-high school professional work experience).
2. Individuals who identify as a person of color.
3. Residents of Minnesota only.

THANK YOU!

Margie Andreason, Alan Roy & Isadora Tabue  
Masters of Public Affairs Candidates '17  
Humphrey School of Public Affairs

## PAGE 2: DEMOGRAPHICS

Please select your age range.

- ☐ 25 - 29
- ☐ 30 - 34
- ☐ 35 - 39
- ☐ 40 - 45

Please select your race or ethnicity.

- ☐ American Indian/Alaskan Native
- ☐ Asian American/ Pacific Islander
- ☐ Black or African American
- ☐ Latino/a or Hispanic
- ☐ White (Non-Hispanic)
- ☐ Multi-racial (Two or more races)
- ☐ Other

Immigration experience

- ☐ U.S. Born
- ☐ Born Outside of the U.S.

Please select your gender identity.

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Genderqueer/Gender Non-conforming
- ☐ Other

Where do you live?

- ☐ Twin Cities 7 County Metropolitan Area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington County)
- ☐ Greater Minnesota (Any county outside of the 7-county metropolitan area)

What is the highest degree or level of school you have completed? If currently enrolled, highest degree received?

- ☐ High school graduate, diploma or the equivalent (for example: GED)
- ☐ Some college credit, no degree
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate degree

What is your current sector of employment? If unemployed please note the sector of your last place of employment.

- ☐ Public
- ☐ Private
- ☐ Nonprofit
- ☐ Other

What is your current role/position in your organization?

- ☐ CEO/Senior Management/Executive Director
- ☐ Director (Program, Division, Region)
- ☐ Middle Manager (Program, Division, Region)
- ☐ Direct Service Professional
- ☐ Administrative Professional Staff
- ☐ Other



What is your current annual salary?

- ☐ Less than \$25,000
- ☐ \$25,000 to \$35,000
- ☐ \$35,001 to \$50,000
- ☐ \$50,001 to \$75,000
- ☐ \$75,001 to \$100,000
- ☐ \$100,001 to \$150,000
- ☐ \$150,001 or more

How did you hear about this survey?

- ☐ Family/friend
- ☐ Colleague/co-worker
- ☐ Email from leadership development program contact
- ☐ Social media
- ☐ Humphrey School of Public Affairs Faculty/Staff
- ☐ Other

### PAGE 3: LEADERSHIP SKILLS

I believe the following [skills and abilities are necessary](#) to thrive as a leader. Please rate the following skills.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree				
0	1	2	3	4	5	6	7	8	9	10

Project management

Financial management

Networking

Awareness of self (culture, identity, strengths, weaknesses)

Awareness of others

Effective communications (oral and written)

Ability to achieve desired outcomes

Ability to navigate systems

Ability to change systems

Ability to manage change

Ability to work across cultures

Critical thinking and problem solving

Conflict management

Active listening (listening to build a common understanding)

Ability to reflect on learnings

Understanding regulatory policies (public, private, workplace)

Understanding of ethical and legal issues

Ability to negotiate

Ability and willingness to call out inequities or go against dominant ideas

Understanding of social justice (distribution of wealth, opportunities, and privileges within a society)

Other (please specify):

Comments:

#### PAGE 4: LEADERSHIP SELF ASSESSMENT

I believe I need development in the following skills and abilities to thrive as a leader. Please rate the following skills.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree				
0	1	2	3	4	5	6	7	8	9	10

Project management

Financial management

Networking

Awareness of self (culture, identity, strengths, weaknesses)

Awareness of others

Effective communications (oral and written)

Ability to achieve desired outcomes

Ability to navigate systems

Ability to change systems

Ability to manage change

Ability to work across cultures

Critical thinking and problem solving

Conflict management

Active listening (listening to build a common understanding)

Ability to reflect on learnings

Understanding regulatory policies (public, private, workplace)

Understanding of ethical and legal issues

Ability to negotiate

Ability and willingness to call out inequities or go against dominant ideas

Understanding of social justice (distribution of wealth, opportunities, and privileges within a society)

Other (please specify):

Comments:

## PAGE 5: CHALLENGES

To what extent do these [factors challenge your growth](#) as a leader.

Not challenging at all	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	
0	1	2	3	4	5

Lack of opportunity for promotion

Lack of professional development opportunities

Lack of dollars/funding for professional development

Lack of support/mentorship

Lack of networking groups

Lack ability to work across cultures



Other's perception of my ability (skills) to lead

Other's perception of my capacity (knowledge) to lead

Unconscious bias of supervisors

Unconscious bias of peers

Structural racism (a system in which public policies, institutional practices, cultural representations and other norms reinforce racial inequity)

My identity (culture, race, gender, religion, age, etc.)

Other (please specify):

Comments:

#### PAGE 6: PROGRAM PARTICIPATION

Have you participated or are you currently participating in a leadership development program?

☐ Yes

☐ No

**IF YES TO QUESTION ON PAGE 6:**

**PAGE 7: PICK PROGRAM**

Please select the program you participated in.

Boards and Commissions Leadership Institute (Nexus Community Partners)  
Community Equity Pipeline (Amherst H. Wilder Foundation)  
Ron McKinley Fellowship Program (MN Council on Foundations)  
Other leadership program not listed

>>

**PAGE 8: RATE PROGRAM**

This program emphasized development of the following leadership skills. Please refer to the program you participated in and rate them accordingly.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree				
0	1	2	3	4	5	6	7	8	9	10

Project management

Financial management

Networking

Awareness of self (culture, identity, strengths, weaknesses)

Awareness of others

Effective communications (oral and written)

Ability to achieve desired outcomes



Ability to navigate systems



Ability to change systems



Ability to manage change



Ability to work across cultures



Critical thinking and problem solving



Conflict management



Active listening (listening to build a common understanding)



Ability to reflect on learnings



Understanding regulatory policies (public, private, workplace)



Understanding of ethical and legal issues



Ability to negotiate



Ability and willingness to call out inequities or go against dominant ideas

Understanding of social justice (distribution of wealth, opportunities, and privileges within a society).

Other (please specify):

Comments:

#### PAGE 9: PROGRAM REFLECTION

Considering the leadership program you participated in, please rate the following.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree				
0	1	2	3	4	5	6	7	8	9	10

The content delivered in this program supported my growth as a leader.

The content delivered in this program helped me obtain a new leadership position or promotion.

The content delivered in this program considered my identity (race, gender, religion, etc.) as a factor of my leadership.

The content delivered in this program considered challenges that may hinder my ability to lead (perception of ability to lead, perception of competency to lead).

The content delivered in the program addressed structural challenges that may hinder my growth as a leader (organizational culture, organizational structure, lack of advancement opportunities, lack of social networks).

Please describe what specific content made a difference for you? Why?

What content do you feel should have been emphasized more? Why?

Please share additional strengths, weaknesses or reflections of the program.

## PAGE 10: FINAL OPEN-ENDED QUESTIONS

In general, list factors that are critical for leaders of color to thrive in their given field of work.

In general, list barriers for leaders of color to thrive in their given field of work.

What experience, either in the workplace or community setting, has contributed most to your leadership development?

Other comments or reflections:



**IF NO TO QUESTION ON PAGE 6:**

**PAGE 7: REASONS FOR NOT PARTICIPATING**

I have not participated in a leadership program due to the following reasons.

Select all that apply.

- ☐ Time Commitment
- ☐ Program Focus
- ☐ Lack of interest in programs
- ☐ Conflicting commitments (work, school etc.)
- ☐ Unaware of program(s) opportunities
- ☐ Cost of the program
- ☐ Feeling unqualified for program
- ☐ Application requirements
- ☐ Not interested in leadership development programs

Other (please specify):

Comments:

**PAGE 8: FINAL OPEN-ENDED QUESTIONS**

In general, list factors that are critical for leaders of color to thrive in their given field of work.

In general, list barriers for leaders of color to thrive in their given field of work.

What experience, either in the workplace or community setting, has contributed most to your leadership development?

Other comments or reflections:

## Appendix B: Email to Survey Participants

Hello!

As an alumni or current participant of the [Name of Program], we invite you to participate in an online survey designed to gather information about your professional leadership development. As part of a capstone project, graduate students from the Humphrey School of Public Affairs are surveying mid-career professionals of color to gain a deeper understanding of the necessary skills and knowledge needed to thrive as leaders of color. Survey questions will also assess leadership challenges, curricular content and key learnings from your participation in the program. The survey is confidential, and will take approximately 15 minutes to complete.

With limited research in this area, your opinion matters! Results from this survey will be shared with developers of leadership programs across the Twin-Cities striving to build knowledge, and increase opportunity for leaders of color. Please take this survey today to help these programs better serve the needs of leaders of color.

### Who is this survey is for?

Please complete the survey if you are all of the following:

- Mid-Career professional (individuals between 25 to 45 years old with at least 5 years of post-high school professional work experience).
- Self-identify as a person of color.
- A resident of Minnesota.

Please complete the survey [HERE](#).

**This survey will close on: Friday, July 14, 2017 at 11:59 pm**

We encourage you to share the survey link below with other mid-career professionals of color in your network!

Thank you,  
Margie

On Behalf of: Margie Andreason, Alan Roy & Isadora Tabue  
Masters of Public Affairs Candidates '17  
Humphrey School of Public Affairs

## Appendix C: Spotlight on Twin Cities Programs

### Overview

The Boards and Commissions Leadership Institute (BCLI), the Ron McKinley Fellowship Program (Ron McKinley), and the Community Equity Pipeline (CEP) develop leaders from underrepresented communities. The following summaries provide a brief background, mission, training model, participation requirements, and core development concepts. The table titled *Program Comparison* provides a snapshot of key similarities and differences.

### Boards and Commissions Leadership Institute

The Boards and Commissions Leadership Institute (BCLI) is a program of Nexus Community Partners that promotes equity through authorship, ownership and leadership.[1] BCLI's mission is "to build more engaged and powerful communities of color by supporting community building initiatives that expand community wealth and foster social and human capital." BCLI's model was adapted from Urban Habitat's own BLCI in Oakland, California. The program advances its mission by advocating for equity at the systems level. By helping people of color acquire positions within cities and counties (boards and commissions), equity advocacy transforms from an individual agenda to a systems agenda.

A 7-month leadership program, it supports, trains and places people of color on city and county boards and commissions. The training occurs on weekends starting in the fall and into late spring of each year. Public boards and commissions are targeted to enhance equity with the Twin Cities Metro area, which include: economic development, health, housing, transit, and workforce development.

BCLI's leadership program recruits, trains, places, and connects leaders. The program focuses on the following concepts and sub-units: Foundational knowledge (racial equity, health impact assessments, equitable development, transit development, housing differences, disparities, community benefits agreement), Commission tools and processes (media and messaging, political landscape analysis, budgets and financing, Robert's rules of order, writing resolutions), Art of politics (recharging self, internal values, story, communication styles, ally creation, personal mission statement), Relationships with others (leadership style, strengths of others, negotiating, persuasion), Professional network, and Roles and responsibilities.

### Community Equity Pipeline

The Community Equity Pipeline is a new program of Amherst H. Wilder Foundation. The Community Equity Pipeline (CEP) engages nonprofit professionals of color who are deeply involved in their community and want to become more actively engaged in decision making at the State Capitol. The goal of the program is to close the gap between community organizers and direct service providers with those working on public policy. The program manager shared an analysis that there was a high turnover rate for people of color who worked on public policy or lobbied. Before launching, the CEO of the foundation asked that staff engage community regarding the need for such a program. The CEP was first piloted in 2015-2016 and included focus groups to help shape

the curriculum. The pilot cohort consisted of 12 people. The first official cohort launched in 2016-2017 and included 14 people.

CEP is a 10-month cohort model that is based on a continuous cycle of legislative training, immersion, and a cohort learning community. Curriculum consists of four main components: technical training on the legislative process (e.g. committee process and how to read a bill), training on advocacy best practices (e.g. messaging and taking political factors into consideration), Learning from other cohort members, and being matched with public policy decision-maker to get hands-on experience.

### **Ron McKinley Fellowship Program**

Focused on increasing racial diversity, the Ron McKinley Philanthropy Fellowship prepares individuals for leadership positions in philanthropy. Designed after its namesakes work towards justice and equity for underrepresented communities, the program “is about more than changing the face of leadership in philanthropy, it’s about infusing new ideas and viewpoints into the field.” Similar to BCLI, the program advances its mission by advocating for equity at the systems level. Participants must meet the following requirements: 5 years of professional work experience that push themselves and the Bush Foundation to think bigger and think differently, come from a community that is currently under-represented in philanthropic leadership.

The fellowship runs over the course of three years, and participants receive professional development and networking training. Fellows are employed by the Minnesota Council on Foundations and work full-time at host foundations. Each fellow must commit to three years of full-time work at a grant making organization, and fellows are “asked to make a substantive contribution to their host site’s work.”

The program focuses on the following concepts while fellows are employed at each host foundation: full-time work experience, 1 hour per month of professional career coaching, professional development budget, assessment tools (Meyers-Briggs, strengthsfinder, etc.), and Quarterly MCF grant making for the 21st Century seminars.

### **Program Comparison**

<b>Program</b>	<b>Focus</b>	<b>Target</b>	<b># of Participants</b>	<b>Length</b>	<b>Location</b>	<b>Years Active</b>	<b>Sector</b>
BCLI	Equity	Boards and Commissions	30	7 months	Twin Cities	4 (2013)	Public
CEP	Public Policy	Long-time professionals deeply involved in their community	26	10 months	Twin Cities	2 (2015)	Non-profit
Ron McKinley	Racial diversity	Leadership in philanthropy	19	3 years	Twin Cities	4 (2013)	Non-profit

All three programs have different missions, but each focuses on people of color and underrepresented communities. The programs also place strong emphasis on networking and leadership development. Each program takes a long-term approach and works towards systems change by supporting individuals through training and attaining leadership positions in the public and nonprofit sectors. The timeline for BCLI and CEP is much shorter compared to Ron McKinley. The first two programs meet once per month over 7-10 months while the latter employs fellows full time over three years.



## Appendix D: MN Leadership Programs

Below are some leadership development programs in Minnesota. An asterisk next to a program indicates that a survey respondent was associated with that program.

Program Name	Organization
Boards and Commission Leadership Institute *	Nexus Community Partner
Bush Fellowship Program	Bush Foundation
Community Equity Pipeline *	Amherst H. Wilder Foundation
Leaders Circles Program	MAP for Nonprofits
Leadership Academy	African American Leadership Forum
Leadership Institute *	Young Nonprofit Professionals Network/ Emerging Practitioners in Philanthropy
Leadership Twin Cities	Minneapolis Chamber of Commerce
Minneapolis Leaders MOVEE (Making Our Voices Effective for Equity)	Coalition of Asian American Leaders
Native Nation Rebuilders Program	Bush Foundation
Neighborhood Leadership Program	Amherst H. Wilder Foundation
NEW Leadership Development Institute *	Tri-College University (Concordia College, Minnesota State University Moorhead, North Dakota State University)
Policy Fellowship *	Humphrey School of Public Affairs
Ron McKinley Fellowship *	Minnesota Council on Foundations
Shannon Leadership Institute *	Amherst H. Wilder Foundation
The Careership	Twin Cities LISC

## Appendix E: National Leadership Programs

Below is a list of a few national leadership development programs that specifically serve professionals of color, which have not been reviewed.

Program Name	Organization
Connecting Leaders Fellowship	Association of Black Foundation Executives (ABFE)
Latino Leadership Institute	University of Denver
Leaders Bridge	Coalition of Communities of Color
Leadership, Empowerment, and Advocacy Fellowship	Southeast Asia Resource Action Center (SEARAC)
Leadership Development Program	Leadership Education for Asian Pacifics (LEAP)